Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Informational/Explanatory Text Based Rubric**

**Writing Piece- Observing Grass**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Focus/Information  W-2 | • Demonstrates a strong understanding of topic/text(s) | • Demonstrates an understanding of topic/text(s) | • Demonstrates limited understanding of topic/text(s) | • Demonstrates little to no understanding of topic/text(s) |
| Organization  W-2a  W-2c  W-2e | • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion  • Logically groups related information into paragraphs or sections, including formatting  • Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information | • Organizes ideas and information into logical introductory, body, and concluding paragraphs  • Groups related information into paragraphs or sections, including formatting (e.g., headings)  • Uses linking words and phrases appropriately to connect ideas within categories of information | • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion  • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)  • Attempts to use some simplistic linking words to connect ideas | • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion  • Does not group related information together  • Uses no linking words |
| Support/Evidence  W-2b | • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples | • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples | • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples | • Uses few to no credible sources  • Does not support opinion with facts, details, and/or reasons |
| Language  W-2d | |  | | --- | | • Uses purposeful and varied sentence structures  • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability  • Utilizes precise and domain-specific vocabulary accurately throughout student writing | | •Uses correct and varied sentence structures  • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability  • Utilizes precise language and domain-specific vocabulary | •Uses some repetitive yet correct sentence structure  • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability  • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately | •Does not demonstrate sentence mastery  • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability  • Does not utilize precise language or domain-specific vocabulary |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|    |  | | --- | |  |   **Science Performance Rubric - Observing Plants**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 4 | 3 | 2 | 1 | | Scientific Tools | • Accurately and proficiently used all appropriate tools (soil, grass seed, water farms and rulers) to gather and analyze data | • Effectively used some appropriate tools (soil, grass seed, water farms and rulers) to gather and analyze data with only minor errors | • Attempts to use tools (soil, grass seed, water farms and rulers) but some information was inaccurate or incomplete | • Did not use tools appropriately (soil, grass seed, water farms and rulers) | | Scientific Communication/Using Data | • Provided clear, effective explanation and details about how the task was carried out.  • Interpretation of data supported conclusion and raised a new question about findings | • A clear explanation was presented  • Appropriately used data to support conclusion | • An incomplete explanation or explanation not clearly presented (out of sequence or missing steps)  •Conclusion not supported by data collected | •Explanation could not be understood or unrelated to the task  • No conclusion stated and no data recorded | | Scientific Concepts | |  | | --- | | • Provided evidence in depth and sophisticated understanding of relevant scientific concepts  • Precisely and appropriately used scientific terminology | | • Evidence of understanding of relevant scientific concepts  • Appropriately used scientific terminology | • Some evidence of understanding scientific concepts  • Used some relevant use of scientific terminology | •No evidence of understanding scientific concepts  • No use of scientific terminology | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group Cooperation | |  | | --- | | •Worked with my group without assistance from a teacher  • Took turns without arguing  • Stayed focused on the task throughout the experiment | | • Worked mostly with my group with minimal assistance from a teacher  • Took turns with some arguing  •Stayed on task with some reminders from a teacher | • Worked mostly with my group with some assistance from a teacher  •Did not take turns with my group  •Stayed on task with many reminders from a teacher | • Worked mostly with my group and all help from a teacher  •Did not participate with my group at all  • Did not stay on task and did not complete the project |